



Integrity Care Excellence

Chellaston Academy Improvement Plan 2024 - 26

Vibrant and safe culture.				
Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> Chellaston 'Core Offer' agreed and embedded across our academy. <ul style="list-style-type: none"> Core Offer agreed, embedded in included in QA Core Offer reviewed in termly SEF Core Offer reviewed at the end of the year Embed and review wellbeing charter 	PSM/SLT PSM/SLT PSM CLR PSM/SLT			Strong culture embedded and development of our USP. Retention and recruitment of staff continues to improve. Community voice positive. Outcomes continue to be positive.
<ul style="list-style-type: none"> Review our attendance flows. Write and embed our own EBSNA pathway and attendance hub – expand our PA strategy. [3*] <ul style="list-style-type: none"> Students with <90% attendance scored -0.68 compared to students >90% who scored 0.21 Review current attendance flows Write EBSNA pathway for Chellaston Academy The role of a form tutor plan written and embedded 	EYR/HVH			Reduction in PA. Increase whole school attendance and the attendance of focus groups. Form tutors become more active in the personal development of our YP.
<ul style="list-style-type: none"> MH training planned and embedded for staff, students and peers. Investigate the feasibility of our own Mental Health hub. [3*] <ul style="list-style-type: none"> Strategy document written MH Hub costed plan written Support MH nurse provision 	EYR/HVH /SKN			Community voice recognises our commitment and development for MH. MH hub established on academy site. Increase in access to external agencies for out YP. Increased attendance.
<ul style="list-style-type: none"> ICE, vision and culture review undertaken. Exploration into further embedding Integrity, Care and Excellence to develop pride and positivity across our community. [3*] <ul style="list-style-type: none"> Thorough community review planned Thorough review undertaken including Unconditional Positive Regard and KLEs produced Training plan written to build and support pride/positivity 	PSM/EYR /CLR/SLT			Culture Action Plan written in response to findings. Positive community voice. A vibrant 'feel' across our academy where ICE and pride permeate, and the community are positive.
<ul style="list-style-type: none"> Embed our Chellaston 10 wider opportunities into the PD curriculum (inc. Passports & planners) <ul style="list-style-type: none"> Consult and agree the Chellaston 10 Embed in PD curriculum and planners 	JNE			Increasing participation in the wider curriculum.

Vibrant and safe culture.				
Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> Pupils record personal achievements, experiences and skills to take with them into their futures. <ul style="list-style-type: none"> Plan written for a Chellaston ROA type file, but electronic. 	JNE/SHD			YP leave with evidence of their experiences and achievements.
<ul style="list-style-type: none"> Our rewards culture is reviewed and adapted to enhance motivation. [3*] <ul style="list-style-type: none"> Thorough consultation undertaken including how this links to intrinsic motivation KLEs and action plan written and actioned 	EYR/SLT			Increased engagement with rewards
<ul style="list-style-type: none"> Expand our wider opportunities and 'participation' beyond rewards – dossier written and phase 1 implemented. [3*] <ul style="list-style-type: none"> Investigation into internal and external events to widen participation Investigation into a brand or house system Investigate how staff can be encouraged to offer more participation activities 	EYR/JNE/ HVH			Outstanding grade for PD from Ofsted. Vibrant community where participation for ALL students is high.
<ul style="list-style-type: none"> Parent Partnership (including adult education) hub planned, prepared, calendared and embedded. [3*] <ul style="list-style-type: none"> Plans written for parent development opportunities includes workshops, coffee morning's, courses etc. Community PD hub, including 'community bank' planned and initiated 	PSM/EYR /CLR/SLT			Wider engagement with the community calendared and in place. Community voice positive and engagement with community improving.
<ul style="list-style-type: none"> Infrastructural ICT Plan written for Chellaston with QEGSMAT. This includes refresh of CCTV and cross site communication. <ul style="list-style-type: none"> Write and embed marketing strategy. Embed effective face to face parents' evenings. 	PSM/SLT/ Trust			CCTV operating and embedded on laptops for appropriate staff. Marketing strategy active and promoting our academy. Community voice is positive about P Evenings.
<ul style="list-style-type: none"> Environment plan written. <ul style="list-style-type: none"> Write and embed stage 1 of our recycling plan/commitment. Launch a eco-school council to support. 	PSM/SLT/ Trust			Our commitment to protecting the environment improves.

Vibrant and safe culture.

Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> ○ Investigate/apply for eco-school quality mark (incorporating more recycling facilities for paper and cans/bottles sold at break times, for example); ○ Investigate switching to an eco-friendlier energy provider; ○ Investigate: staff car sharing options; installation of electric car charging points; promote cycling schemes, etc.; ○ Prioritise/plan/implement/apply for funding/review sustainability projects. 				
<ul style="list-style-type: none"> ● Transport for wider opportunities (Minibus) refresh, maintenance and futureproof plan written and embedded. 	PSM/BNT /Trust			

Embed inclusive practice that meets need at the point of need.

Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> ● IGR plans developed so that interventions are mapped, regular, scheduled and impact reviewed. [3*] <ul style="list-style-type: none"> ○ Plans written and embedded for <ul style="list-style-type: none"> ▪ school dog ▪ forest school ▪ use of EL mentors, sixth form and others. 	PSM/EYR /HVH			Reduction in students on VCM, suspensions, reparation sessions etc. Increase in attendance and engagement.
<ul style="list-style-type: none"> ● SEND provision mapping written and embedded. [1*, 2*, 3*] ● SEND vision plans written to include investment in redeveloping Extended Learning and increasing SEND learner numbers in the sixth form. <ul style="list-style-type: none"> ○ Write and embed an Aspire and 'nurture' curriculum 	EYR/NSM			SEND outcomes continue to improve. EL is used appropriately and effectively in that students have access to a curriculum that has clear intent, is matched to their needs and the ambitions of the Chellaston curriculum, and helps them to realise

Embed inclusive practice that meets need at the point of need.

Action	Who	Review dates	Cost	Impact
				their potential (evidenced through QA and attendance, behaviour, safeguarding logs, and student outcomes).
<ul style="list-style-type: none"> • Students develop knowledge and schema from Autonomous Inspiring practitioners. [1*, 2*, 3*] <ul style="list-style-type: none"> ○ DIPS written with schema development as the focus ○ RAPs in place for appropriate departments ○ Interventions plans reviewed, rewritten and embedded ○ Whole school strategy developed and embedded for PP, SEND E and HPA focus groups • Review and adapt QA to support effective delivery of our 4 pillars including disciplinary literacy, oracy and reciprocal reading. [1*, 2*] <ul style="list-style-type: none"> ○ Review and embed an updated Chellaston Classroom Code which ensures QFT in all lessons. <ul style="list-style-type: none"> ▪ Train staff on modelling, scaffolding and cognitive load. ▪ Focus on this in QA. ○ Provide regular training and development to ensure T&L is effective. Focusing on the classroom code and accessibility for all learners. ○ Continue to commit time and training to ensure that QA is effective. SLT duty staff to support ongoing QA daily. ○ Publish and review the QA data termly to ensure that T&L is developed effectively. ○ Ensure that CA priority groups [SEND(k), PP and LPA] are supported with training and development and a focus within QA. ○ Develop a whole school approach to ‘modelling books’ so that all students can be supported in catching up on missed work. 	CLR/LHY/JPO			<p>Students are better ‘exam ready’ and perform in external exams. Particularly those who are SEND E, PP and HPA.</p> <p>All students have access to an effective curriculum, this then enables students to progress and develop ICE. Evidence through progress/attainment scores, high attendance and 0 NEET.</p> <p>Gaps for CA priority groups [PP, SEND, LPA, PA] reduce or gaps proportionately reduce.</p>
<ul style="list-style-type: none"> • Connect expansion plan written and meeting phase 1 of implementation. Review of Connect curriculum to include THRIVE and Peace. 	EYR/GW D			Outcomes for students in Connect continue to improve.

Embed inclusive practice that meets need at the point of need.

Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> ○ Strategic plans for Connect reviewed. ○ Plans for developing and extending our Connect provision written. ○ Ongoing quality assurance of internal AP ○ Ongoing quality assurance of external AP (e.g. Engineered Learning) ○ Complete cost-benefit analysis of internal/external AP; ○ Explore developing a faculty structure 				<p>AP is used appropriately and effectively in that students have access to a curriculum that has clear intent, is matched to their needs and the ambitions of the Chellaston curriculum, and helps them to realise their potential (evidenced through QA and attendance, behaviour, safeguarding logs, and student outcomes).</p>
<ul style="list-style-type: none"> ● Review of our reading and disciplinary literacy plans undertaken and wider involvement in and outside of our academy. Oracy plan written. [1*, 2*] 	LHY/JPO			<p>All students' reading assessed and interventions in place to ensure that students read to their chronological reading age. Increase 'accuracy' and 'automaticity' so that 'comprehension' develops. Evidence in outcomes, reading intervention logs and QA.</p>
<ul style="list-style-type: none"> ● Whole school curriculum and curriculum weightings reviewed and adapted to support, [1*, 2*, 3*] <ul style="list-style-type: none"> ○ 3Is, home learning, assessment, disciplinary literacy, an increase in RS; New Post 16 courses; Increase in PD/PSHCE; Aspire curriculum, setting philosophy, core maths ... ○ Ensure our curriculum is broad, ambitious and compliant. Ensure that this effectively resourced through CLFP. ○ Review the curriculum costing and curriculum delivery in PD. ○ Continue to run dual linguist groups in Year 8 and 9. 	PSM/CLR			<p>All students have access to an effective curriculum, this then enables students to progress and develop ICE. Evidence through progress/attainment scores, high attendance and 0 NEET.</p> <p>Increase PD lessons to once a week.</p> <p>Gaps for CA priority groups [PP, SEND, LPA, PA] reduce or gaps proportionately reduce.</p>
<ul style="list-style-type: none"> ● Wellbeing and PD curriculums are expanded to include Motivational Interviewing and 'peace approach' using a 'check in, check-up and check out' philosophy. Resilience plan embedded. [3*] 	EYR/JNE			<p>Expanding our IGR and meeting the emotional need of our YP. Good attendance.</p>

Academy Improvement Plan 24-26

Embed inclusive practice that meets need at the point of need.

Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> A pupil passport is designed and embedded for ALL students. [1*, 2*] 	EYR			All staff are using passports to meet the needs of YP in every classroom. Outcomes continue to improve.
<ul style="list-style-type: none"> Library up and running and heart of the community inc. library ambassadors and our 'access it' system. Wider enjoyment of reading is evident across the academy community. [1*, 2*] 	PSM/LHY /JPO/LLA			All students' reading assessed and interventions in place to ensure that students read to their chronological reading age. Increase 'accuracy' and 'automaticity' so that 'comprehension' develops. Evidence in outcomes, reading intervention logs and QA.
<ul style="list-style-type: none"> Employ Aspire teacher and curriculum plans for Aspire, nurture and EAL are written. 	PSM/EYR /NSM			Students with C&L needs have access to an appropriate curriculum. Outcomes for YP with SEND continue to improve.
<ul style="list-style-type: none"> Plan for PSHCE being delivered by a specialist team written. Research into an online charter. Full review of PD curriculum 	EYR/JNE			Outstanding PD grade. Community voice recognise an outstanding PD curriculum.
<ul style="list-style-type: none"> A thorough and robust review of our usage of data at KS3, 4 and 5. The philosophy and usage of predicted grades reviewed, and adaptations made. A robust and thorough review of assessment to be undertaken. [1*, 2*] 	PSM/CLR /LHY/JPO			Increase in outcomes as curricula and assessments are better attuned. Updated assessments in place which celebrate success and identify areas for development. New reporting system for KS3.
<ul style="list-style-type: none"> Pupil Premium funding is planned, utilised and reviewed effectively to support all those eligible. [1*, 2*, 3*] 	PSM/GLE			PP YP perform in line with non PP students. PP students thrive at Chellaston Academy. Attendance and outcomes improve.

Developing our community to be the best we can be.

Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> • Staff continued to be trained in Trauma Informed [TIL] practice to extend our UPR philosophy. • RICE and Reset processes reviewed and development further. 	PSM/EYR			Continue to embed UPR and support the academy vision and values. Students provided with support and appropriate pathways which increase attainment and attendance and reduce negative encounters.
<ul style="list-style-type: none"> • Continue to grow and embed a culture of professional and personal development including showcasing sessions, knowledge experts, development communities etc. <ul style="list-style-type: none"> ○ Training plan written and embedded ○ Additional development programmes written and launched 	PSM/EYR /CLR/JPO /LHY			Staff are confident practitioners. Staff voice is positive. Student outcomes are high.
<ul style="list-style-type: none"> • Full review of the leadership opportunities and responsibilities for students. • Review sixth form enrichment to include how sixth form students can become active role models across our academy. This includes removing core maths as a mandatory offer. 	EYR/JNE WEN			Community voice is positive about student leadership. Students develop each other. Sixth form students are active in the support and development of our YP.
<ul style="list-style-type: none"> • Embed and develop a learning culture across the academy community. <ul style="list-style-type: none"> ○ Action research in school and across the city. ○ Adult education programme investigated, written and embedded. ○ Community engagement plans written, calendared and active. ○ Post 16 ‘passion’ curriculum. ○ Broadening all pathways. ○ Providing experiences for work shadowing, external visits, secondments etc. 	PSM/CLR /EYR/SLT			Staff are confident practitioners. Staff voice is positive. Student outcomes are high.

Developing our community to be the best we can be.

Action	Who	Review dates	Cost	Impact
<ul style="list-style-type: none"> Review & rewrite AIP & SEF flows – maximising improvement through a continued focus on KLEs. 	PSM/EYR /CLT/Trust			Meetings are effective and purposeful. KLEs drive academy improvement highlighted in KPIs.
<ul style="list-style-type: none"> Re-establish work experience through a thorough review and writing safeguarded plan. [3*] 	PSM/SHD /WEN			Students have experience of work which develops them for their next stages.
<ul style="list-style-type: none"> Chellaston to sector leaders/influencers in IGR, SF, SSG, Attendance – Write and submit a SCITT application. <ul style="list-style-type: none"> ERP for EBSNA plan written and embedded SCITT plan written – Trust Continue to lead inclusion and attendance across the city 	PSM/SLT/ Trust			Chellaston Academy provides development opportunities for a wider range of staff and communities.
<ul style="list-style-type: none"> Effective training for all Leaders on understanding how schema develops (SLT/ML) – review and rewrite of all KS3 curricula expanding to KS4 when appropriate. <ul style="list-style-type: none"> Timeline and plan written QA plans adapted to support this review 	CLR/SLT			Outcomes remain high and schema is developed effectively.
<ul style="list-style-type: none"> Review and retrain form tutors to be the champions for their children. This includes reporting. 	EYR/HVH			Form tutors become more active influences in the development of our YP.
<ul style="list-style-type: none"> Expand our links with external agencies to include ITT, UoD MH nurses, ... <ul style="list-style-type: none"> Plan written of who we work with and how this has legacy and sustainability Investigation into other external opportunities 	PSM/EYR /CLR/SLT			External opportunities develop students and staff.
<ul style="list-style-type: none"> Vocational Leader to investigate widening the post 16 curriculum and keep abreast of current political and educational policy. 	WEN			A broad and appropriate curriculum supports personal and academic development. 0 NEETS. Effective outcomes.
<ul style="list-style-type: none"> Expand our training and development offer for staff. Update our development booklet and include other opportunities such as wisdom of the crowd events. R&D, employment opportunities, secondment opportunities and apprenticeship opportunities. 	CLR/LHY/ JPO			Staff are confident practitioners. Staff voice is positive. Student outcomes are high.

Ofsted Areas of Focus *

1. In a small number of curriculum areas, the aims that pupils should achieve are not broken down precisely enough. Teachers do not consistently teach the knowledge that builds towards these aims. Some pupils do not get the depth of understanding they need as a result. Leaders should ensure that the knowledge that leads to pupils achieving larger aims is identified precisely.
2. On occasions, teachers present too much information at once. Some pupils' working memory becomes overloaded and they do not learn as well as they should. The school should ensure that all teachers consistently use methods that do not overburden pupils' working memory.
3. Some groups of pupils are too often absent from school. They do not benefit from the education that is provided by the school. The school must ensure that it continues to develop and refine effective strategies to improve attendance for these groups of pupils.